

Project Name

My Identity, Your Identity: Historical Landmarks/Famous Places

Global Project Theme	Grade/Age Level	Length of Unit
Heritage, Identity, & Tradition	Grade 5-12 /Ages 10-19	5 weeks
Unit Content	Subject Areas	Sequence
<ol style="list-style-type: none">1. Unit Description2. Final Outcome3. Content Standards/SDGs4. Weekly Activity Plans5. Project Presentation & Community Engagement	English English as a Second Language Art Social Studies (i.e. World Cultural Geography, Global Studies, World History, Anthropology, International Relations, AP Human Geography)	Week 1: Introduction to Historical Landmarks/Famous Places Week 2: Comparing and Contrasting Week 3: Site Visits and/or Interviews Week 4: Research on Peace/Justice Week 5: Synthesis and Reflection

Unit Description

In the My Identity, Your Identity Project, students are encouraged to explore and research the elements that form their culture and identities. One of these elements includes the historical landmarks or famous places in their communities, which are an important part of their culture and identities. The purpose of this unit is to help students from around the world appreciate their heritage through historical landmark research, share what they learned with their global peers, and compare and contrast landmarks from different countries. Students will conduct research and get pictures of these historical landmarks or famous places. Information about the historical landmarks or famous places can also be obtained by interviewing parents or grandparents and other family members and friends. Another way to obtain information is for students to visit the historical landmarks in person and take pictures or videos when possible.

All of the activities over the unit's five weeks will be shared on the iEARN Collaboration Center and students will actively interact with their global peers by making comments their postings. The final product will be a service learning project where students will teach younger students about historical landmarks from around the world through a historical landmark simulated tour in the classroom.

Essential Questions

Driving Question:

How can we maintain and value our cultural heritage, identities and traditions even though globalization and technology are influencing change in our communities and societies and use this to promote global peace and understanding?

Examples of Final Project Outcomes

- Research based written reports, interviews/oral histories, graphic organizers, PowerPoint or Prezi presentations, videos and photographs based on research and field trips, historical landmark simulated tour at the middle or elementary school classroom
- Here is an example of an iEARN global project outcome from My Identity, Your Identity in which students talk about their traditional celebrations, clothing, food and their famous monuments and landmarks in their countries. <https://www.youtube.com/watch?v=36Ap3qFNWG8>

Content Standards and Sustainable Development Goals

Content Standards:

Common Core State Standards

Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Curriculum Standards for Social Studies: National Council for the Social Studies

Standard B: The student identifies and uses key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

Standard E: Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

Standard G: The student describes how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.

Standard I: The student describes ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

Sustainable Development Goals:

Goal 10. Reduced Inequalities: Reduce inequality within and among countries

Goal 16. Peace, Justice, and Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Project's Contribution to Others and the Planet

Students from different cultural backgrounds appreciate and understand each other's traditions better through global virtual collaboration which will establish a good relation between them based on mutual respect. We want to help our students realize fully the importance of their traditions and the historical monuments that are present in their country and in other countries throughout the world. Being aware of their identities, students will be good citizens and exhibit tolerance towards others who are different from them. Ultimately building youth's cross cultural sensitivity skills can be just what is needed to promote global peace.

Week 1 Activities

Learning Goals:

Students will be able to...

- Students will be able to brainstorm and begin researching and discussing historical landmarks or famous places in their local communities, in their region, and/or in their country.
- Students will be able to build background knowledge to share in collaboration with others.

Activities/Task Description

Classroom Activities

1) As a whole class or in small groups, students brainstorm responses to the following three questions:
-What do we know about historical landmarks right now?
-Why should we research historical landmarks and their historical and cultural significance?
-What do we want to find out about historical landmarks and their significance in our country and other countries around the world?

2) To identify common understandings about historical landmarks, students work with a partner and research articles about three to five historical landmarks in their community, region, or country. At least one historical landmark in the chart should be from your community. Create a [three column chart](#) and include the sources of the information on the bottom and post in the Collaboration Center.

Name of Historical Landmark	When Was It Built and Where is it Located	Why is this landmark culturally and historically significant?

Example

Name of Historical Landmark	When Was It Built and Where is it Located	Why is this landmark culturally and historically significant?
Castillo de San Marcos	1695; St. Augustine, Florida, USA	It served as a fort to protect Florida from pirates and the English who wanted to colonize the area. It also served as a prison.

National Park Service, U.S. Department of Interior. <http://www.nps.gov/casa/index.htm>
<http://www.nps.gov/casa/faqs.htm> <http://www.nps.gov/casa/learn/historyculture/construction.htm>
October 25, 2015

Collaboration Centre Activities

1. Students can share their charts in the collaboration centre and respond to others' charts.
2. Each person in the group should pick one of the landmarks and post the information in the Collaboration Centre, including a picture of the landmark.
3. Students should view others posts and use the guiding questions below to write responses to at least two other posts.

Questions to Guide Student Feedback

- 1) Have you ever heard about this historical landmark or famous place and what do you think about it?
- 2) What did you find interesting about this historical landmark or famous place?
- 3) How is this historical landmark or famous place similar or different from historical landmarks or famous places in your country?
- 4) What are one to two questions you have for this student based on their posting?

Materials and Resources

- computer, the Internet, pencil or pen, paper
- [Additional Unit Resources](#)
- [My Landmarks Worksheet](#)

Extension Ideas

- Based on the chart, students write a paragraph in their own words comparing and contrasting how the historical landmarks are similar and different.
- Students research three to five historical landmarks located in another country and complete a chart based on this research.
- Students read about historical landmarks by using the UNESCO World Heritage Site list <http://whc.unesco.org/en/list/> and watch a video found within the video tab or look at the pictures within the gallery tab and complete a 321 activity: Three things you learned, Two things your found interesting, and One question you have.

Week 2 Activities

Learning Goals:

Students will be able to...

- Students will be able to compare and contrast a historical landmark from their country with one from another country.
- Students will be able to deepen their knowledge about historical landmarks to share in collaboration with others.

Activities/Task Description

Classroom Activities

1) With a partner, students choose one of the historical landmarks from their country which was included in the chart from the previous week and compare and contrast it with a historical landmark from another country presented within the forum. Students should create and post a PowerPoint slide, or small poster, that has a picture of the two historical landmarks side-by-side with the name of the landmark and the city and country where it is located on top.

2) With the same partner, a second PowerPoint slide, or small poster, should be created which includes a two column chart with information about the landmark from their country and information about the landmark from the other country. Students should use two to three of the categories of questions/topics below to conduct research about the historical landmarks for the chart.

☆ The history behind the landmark

- What event(s) does it commemorate?
- Details and dates

☆ The people involved

- Who does the landmark honor?
- Who were the people involved in building it?

☆ The building of the landmark

- Cost of the landmark
- Length of time it took to build
- When it was built

☆ Any interesting stories connected with the landmark and its history

- Stories about the building of it
- Stories about the event(s) or people it commemorates

☆ The connection of this landmark to history of the country

- Why was this place or person so important that a landmark was dedicated?
- ☆ A description of the landmark
 - Where is it?
 - What is it made of?
 - How big is it?

Example:

Castillo de San Marcos, St. Augustine, Florida, USA	The Maiden Tower, Baku, Azerbaijan
	

Castillo de San Marcos	The Maiden Tower
<ul style="list-style-type: none"> ● Military fort built by the Spanish to protect La Florida (the state of Florida) ● Castillo de San Marcos Fort started being built in 1672 and it was completed in 1695. ● Located in St. Augustine, Florida, USA, on the Atlantic Ocean. ● The fort is made from a limestone or shell stone called "coquina" which is made from pieces of shell and sand and sticks together with calcium carbonate which serves as a kind of cement. ● 320 acres (1.29 km²) 	<ul style="list-style-type: none"> ● It is thought that the tower was used originally as a Zoroastrian temple. Zoroastrianism is one of the world's oldest religions. ● It was also said that it was used as a defensive watch tower or as an observatory. ● Built in the 11th century as part of the walled city and the tower foundations were said to be built in the 4th-6th centuries. ● Located in Baku, Azerbaijan, on the Caspian Sea. ● The tower is made of stone. ● The tower is 29.5 m tall & has a 16.5 m diameter

Example Paragraph:

Castillo de San Marcos and the Maiden Tower are located in two different countries, the USA and Azerbaijan. Both of these historical landmarks are made of stone but the stone for the fort in Florida is made from a stone made of shells. Both are located on a body of water, the Atlantic Ocean and Caspian Sea and both at one time served as buildings which would protect the city from invaders. The Maiden Tower in Azerbaijan is much older than Castillo de San Marcos dating back to the 11th century and the fort in Florida was built in the 17th century.

Collaboration Centre Activities

1. Students should share their PowerPoint Slides, or posters, to the Collaboration Centre.
2. Based on the two column chart, the students who worked together as a partnership should write a detailed, five sentence paragraph explaining the similarities and differences between the two historical landmarks and post on the collaboration centre.
3. Students should view others posts and use the guiding questions below to write responses to at least two other posts.

Questions to Guide Student Feedback

- 1) What did you find interesting about the similarities and differences between the landmarks?
- 2) Why do you think that these historical landmarks are similar and different?
- 3) What do these historical landmarks make you think of when you first see them? Could you guess what they were used for in their country?
- 4) What conclusions can you draw based on the description of these landmarks?
- 5) How is the national significance of the one landmark related to the national significance of the other landmark?
- 6) What would happen if these historical landmarks would never have been built?
- 7) What are one to two questions you have for this student based on their posting?

Materials and Resources

- computer, the Internet, a pen or pencil, PowerPoint, or paper for poster

Extension Ideas

- Students present their slides and discuss their paragraphs with other partnerships in the class that focused on different historical landmarks. As they circulate to the different groups, they fill in a chart with information about the other landmarks. The teacher sets a timer for a designated period of time and has the students move from group-to-group to fill in the chart.
- Students use their imagination to build an exhibit that is a replica of one or both of the landmarks they compared.
- Students conduct research on the historical time period in which the historical landmark was built, create a PowerPoint slideshow based on their research, and present it to the class.

Week 3 Activities

Learning Goals:

Students will be able to...

- Students will learn about the significance of historical landmarks by an actual on site visit or by interviewing someone about a historical landmark he or she has visited.
- Students will be able to deepen their knowledge about the significance of historical landmarks to share in collaboration with others.

Activities/Task Description

Classroom Activities

- 1) Students choose a historical landmark from their country, which may or not have been included in the chart from week #1, to visit or interview someone who has been to that landmark.
- 2) Students should research the chosen landmark on the Internet prior to their visit or interview.
 - What is its place in history?
 - Why is this historical landmark important?
 - How is this historical landmark significant to the culture of your country?
 - What does it commemorate?
- 3) Students should take pictures when visiting the historical landmark to include in their presentation and/or film the interview.
- 4) What conclusions can you draw based on your visit or the recollection of a visit from someone you interviewed?

Collaboration Centre Activities

Based on the site visit or interview, students should create a slide, or small poster, for a class PowerPoint presentation that includes text and an image that answers the questions:

- Name and location of the historical landmark.
- What is its place in history?
- Why is this historical landmark important?
- How is this historical landmark significant to the culture of your country?
- What does it commemorate?

Students should reflect on the importance of preserving historical landmarks through a reflection paragraph about the significance of the historical landmark selected to share on the Collaboration Center forum.

PowerPoint Slide: (Optional, students can include video of themselves describing their visit to the landmark or a portion of the interview.)

Example:

Independence Hall

Independence Hall is located in Philadelphia, Pennsylvania in the United States. In 1775, the Second Continental Congress, made up of representatives from the 13 English colonies, met to discuss their frustration with Great Britain. In 1776, they voted to declare independence from Great Britain and signed the Declaration of Independence. The American Revolution followed and in 1783, the United States was declared an independent country. In 1787, the United States Constitution, the rules of government in the United States, was approved and signed. The Constitution still is the framework and rules of the government of the United States. This building represents the founding of the United States.



Sources: <http://www.nps.gov/index.htm> <http://whc.unesco.org>

Questions to Guide Student Feedback

- 1) How does visiting a landmark give a different perspective and effect understanding about the historical significance of the location?
- 2) Why do you think that it is important to actually visit a historical landmark?
- 3) Why is it important for historical landmarks to be preserved so that people can visit?
- 4) Does the landmark from another country have similarities to a student's researched landmark?
- 5) How does this new information connect to previously shared information on the forum for this project?

Materials and Resources

- computer, the Internet, camera or cell phone or computer with camera, PowerPoint

Extension Ideas

- Students will collectively present their information through a PowerPoint presentation to share with their class and other students on the forum.
- Students should look for online sites and texts to compare the information they collected on their visit or through their interviews to the information available online.
- Students should look for information on the Internet or in text sources about the landmarks shared on the forum from partner schools. They can compare and contrast what they have learned about the importance of preserving historical landmarks and the connection to the culture of a country, and the opportunity for an onsite visit.
- Students can be put in small groups, one comprising of students who actually visited an historical landmark and another with students who did not visit but gathered information through an interview.
- Students can use their imagination to create a visual display in the classroom using the images collected and quotes from interviews.
- Students conduct research on the historical time period in which the historical landmark was built, create a PowerPoint slideshow or Prezi based on their research, and present it to the class. They should include how the historical landmark connected to this time in history.

Week 4 Activities

Learning Goals:

Students will...

- Identify historical landmarks that were created to promote peace.
- Deepen their knowledge of historical landmarks in their own country and other countries that promote peace.

Activities/Task Description

Classroom Activities

- 1) With the whole class or in small groups, students brainstorm a list of landmarks that can be connected with the promotion of peace. If this is done in small groups, share ideas with the rest of the class.
- 2) With a partner, chose four historical landmarks to research, at least two should be from your country.

Answer the following questions:

- Where is the landmark located?
- When was it built?
- Why was it constructed?
- How does it pertain to the promotion of peace?
- Why is this landmark important for your country and globally?
- Is there an interesting fact about the monument or landmark that you can add?

- 3) Create a [three column chart](#) to gather your research findings.

Name of Historical Landmark and Location	When was it built?	How does this landmark promote or pertain to peace?

Example:

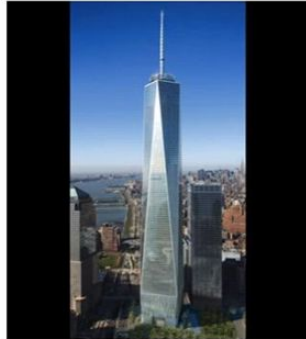
Name of Historical Landmark	When was it built and where is it located? Add an interesting fact.	How does this landmark promote or pertain to peace?
Freedom Tower	* Located in New York City in the United States. *Construction started in 2006 and the building was open to the public in November 2014. *It is 1776 feet tall, which is also the year that the colonists declared independence from Great Britain.	This building has a Notional September 11 Memorial is a tribute of remembrance and honor to those who died during the terrorist attacks on September 11, 2001. The museum is an educational and historical institution dedicated to examine history and the global significance of 9/11.

4) With your partner, create a presentation (Google Slides, Prezi or PowerPoint) or poster about the landmarks you researched. Make it visually appealing and include informative text based on your research.

Example:

The Freedom Tower

- The Freedom Tower is located in New York City in the United States. Construction started in 2006 and the building was open to the public in November 2014. This building has a Notional September 11 Memorial is a tribute of remembrance and honor to those who died during the terrorist attacks on September 11, 2001. The museum is an educational and historical institution dedicated to examine history and the global significance of 9/11.



Collaboration Centre Activities

1. Students can share their charts in the collaboration centre and respond to others' charts.
2. Students share their created presentation or poster in the collaboration centre.
3. Students should view others posts and use the guiding questions below to write responses to at least two other posts.

Questions to Guide Student Feedback

- 1) Did you know about this historic landmark before?
- 2) Does this landmark remind you of other historical landmarks you have learned about as you have participated in this project?
- 3) What differences or similarities did you notice compared to the historic landmarks you have researched?
- 4) What are one or two questions you have for this student based upon his or her post?

Materials and Resources

- computer, the Internet, pen or pencil, paper
- [Peace and Justice Landmarks Worksheet](#)

Extension Ideas

- 1) Create a Venn diagram comparing one of the historical landmarks you researched with a historical landmark from a partner school. What is similar and what is different?
- 2) Create a visual presentation that includes an image of the landmark, the name of the landmark and where on earth it is located. (For example make it a Google Earth Trip)
- 3) Create a brochure a chosen historical landmark (or landmarks) as if it would be included in a travel agency or tourism agency. Make sure to include information about location, importance and relation to the promotion of peace and some images.

Week 5 Activities

Learning Goals:

Students will be able to...

- Students will create a multimedia project presentation to synthesize the information learned throughout the past four weeks.
- Students will reflect upon what they have learned in Tasks #1- #4 about historical landmarks in their country as well as other countries and their significance.

Activities/Task Description

Classroom Activities

With a partner, students will create a PowerPoint, Prezi or video synthesizing the information provided by the other countries about their historical landmarks. The presentation should include pictures and text comparing and contrasting the various things learned about historical landmarks around the world and provide an explanation about how they have deepened their understanding about culture. Here is an article to help with understanding the difference between summarizing and synthesizing. The main difference is that in synthesizing students contrast the information provided by the various country participants and provide new insight based on this versus just explaining how they are similar and different.

<https://drsaraheaton.wordpress.com/2010/09/29/reading-strategies-differences-between-summarizing-and-synthesizing/>

Collaboration Centre Activities

Students will post their PowerPoint presentation, Prezi or video on the Collaboration Center for the partner schools to view. The last slide of the PowerPoint, Prezi or video will include a few reflection questions for the partner schools to answer based on the presentation. Students will answer the reflection questions posed in at least one of the multimedia presentations and post them on the forum.

Questions to Guide Student Feedback

- 1) How do you think we should preserve historical landmarks?
- 2) How can we get others in our community to learn and appreciate historical landmarks?
- 3) Have you heard of any of the landmarks before in your country or presented by the other countries? If so, was it before this project or due to learning about them in other tasks.

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- 4) What is the most important thing about historical landmarks that you have learned through this project?
 - 5) How can historical landmarks promote increased intercultural understanding?

Materials and Resources

computer, the Internet, pen or pencil, paper

Extension Ideas

- 1) Students work in pairs or small groups to compare and contrast historical landmarks from their own country. They create a visual presentation (Prezi, Google Slides, PowerPoint for example) or a poster to share what they learned about the similarities and differences.
- 2) Students create a Google Trip using Google Earth, including posting pins on a map, an image of the landmark and text describing the chosen landmark. (If Google Earth is not available, students find a map of the area and mark where the landmark is located and then add an image and text.)
- 3) Students create and mail a cultural exchange package full of cultural items with descriptions and explanations and information about their country to their partner school. For example, the package could include videos on DVD documenting historical landmarks in their country, videos of students or family members making traditional recipes. There is a discussion thread within the My Identity, Your Identity Project where teachers can post their interest in exchanging a cultural package and schools are matched up to complete this activity.
- 4) Students take a field trip to a historical landmark or famous place in their community, region, state, or country and send pictures, slide shows, and/or videos and information to their partner schools.
- 5) Students invite a guest speaker to come into the classroom to speak to students about historical landmarks and students can create a video of the speaker with permission and write up a transcript to send to their partner schools.
- 6) Students teach/train other classes at the school how to participate in global collaborative projects.

Project Presentation & Community Engagement

Project Description(s)

After creating the Week #5 multimedia project and reflection, students will complete a Historical Landmark Service Learning Project to share what they learned with younger students. Students will partner with an elementary or middle school and teach the younger students about the historical landmarks in their own country and the historical landmarks that were discussed by the BRIDGE participants from other countries. Schools can determine if whole group or small group presentations will be most helpful when sharing information at the partner school. One recommended structure is for the high school students to set up country stations around the classroom which the younger students visit in a rotational model. The students will take a HISTORICAL LANDMARK TOUR! Each country station will include the artifacts (i.e. pictures, written research, interviews, videos) from one of the countries featured within the My Identity, Your Identity Project. Small group discussions about the historical landmarks between the high school and younger students will aid in their learning. Younger students can be issued a Historical Landmark Tour passport which they will get stamped at each country station on the historical landmark tour. Once they complete all stations on the tour, the students will be given a prize or certificate.

Overview/Plan

- 1) Discuss with the class which elementary or middle schools may be potential partners for teaching their students.
- 2) Contact the potential partner schools and explain the Service Learning Historical Landmark Tour Project.
- 3) Determine whether the students will teach the younger students during the school day or after school. Select the date and time for the service learning project and arrange any transportation that may be needed. (If transportation isn't available to visit the school physically, the high school students could present about the historical landmarks through a video conference or recorded video.)
- 4) Divide high school students into groups and assign them a country. The countries should be the ones that were represented within the BRIDGE Program activities.
- 5) Gather and/or create historical landmark artifacts to bring to the partner school for each station focused on each country. Artifacts may include pictures, written research, interview transcripts, and videos. Students are fully responsible for this and must become experts on their country as the younger students will be asking them questions. The students can dress up like people from that country if possible.
- 6) Create passport for the students based on the country stations represented. Provide space where the younger students can list and reflect on the artifacts that they learned about at each country station.
- 7) Buy or get donations of prizes for the students who get all stamps and do all reflections on the passport.
- 8) Assign a few students to document the Historical Tour Project through pictures, videos, and social media (i.e. Twitter).
- 9) Get any signed waivers from parents of students who may be photographed or videotaped so they can be posted on the iEARN Collaboration Center.

Presenting Final Products

Final Product	Create a multimedia presentation about the Service Learning Historical Landmark Tour Project. This can include pictures of high school students working at their stations teaching the younger students about the historical landmarks and also pictures, videos or interviews about the historical landmarks. This can also include interviews with the high school and partner students discussing the impact the project had on them.
Presentation	During the daytime or evening based on your school schedule, have the high school and partner students present about what they learned from the Service Learning Historical Landmark Tour Project. If possible, buy a cake or cookies and drinks to have a reception after the presentation so people can informally ask the students and teachers about the project and its outcomes and all can feel celebrated.
Audience (local/global)	The audience will include students, teachers, administrators from the school and district, parents, education officials, local businesses and community members from both the high school and partner school. Invite the media, yearbook, or school tv news, newspaper or newsletter crew to attend if applicable. Also post the presentation on the iEARN Collaboration Center for the entire global network to see and discuss.